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## RECENT EDUCATIONAL BIBLIOGRAPHY.

### VII.

THIS is the seventh annual list of bibliographies of educational topics. The first six articles have appeared in each October number of the SCHOOL REVIEW from 1898 to date. The following items for 1904 seem to merit mention here:

#### CHILD-STUDY.

"Bibliography of Child-Study for the Year 1902." By L. N. WILSON.  
(In *Pedagogical Seminary*, December, 1903 [Vol. X], pp. 514-36.)

This is the sixth of Mr. Wilson's useful annual summaries. There seems to be no diminution in the amount of child-study literature that a diligent bibliographer can discover.

#### CO-EDUCATION.

*La co-éducation des sexes: étude sur l'éducation supérieure des femmes aux États-Unis.* By F. T. MEYLAN. Bonn, 1904. Pp. 181, 8vo.

Contains a poorly arranged five-page list of authorities.

#### EDUCATION.

*Educational Review.* Edited by NICHOLAS MURRAY BUTLER.  
"Analytical Index to Vols. I-XXV." By C. A. NELSON. New York, 1904. Pp. 218, 8vo.

The first twenty-five volumes of the *Educational Review* form a veritable cyclopedia of educational topics and events for the past twelve years of unparalleled educational growth and activity. They have here been minutely indexed with the fidelity and intelligence of a practiced workman. This index will greatly increase the reference value of any set of the *Review*, and will be of value also to all students of, or writers on, educational topics, as a significant contribution to the bibliography of the whole range of educational subjects.

*Das gesamte Erziehungs- und Unterrichtswesen in den Ländern deutscher Zunge: Bibliographisches Verzeichnis mit Inhaltsangabe der Bücher, Aufsätze und behördlichen Verordnungen zur deut-*

*schen Erziehungs und Unterrichts-Wissenschaft.* Im Auftrage der Gesellschaft für deutsche Erziehungs- und Schulgeschichte, herausgegeben von KARL KEHRBACH. Jahrgang 3, 1898; Berlin, 1902; pp. 35+799, 8vo. Jahrgang 4, 1899; Berlin, 1903; pp. 38+823, 8vo.

It is very interesting and somewhat discouraging to read, in the prefaces of the successive annual volumes, of the difficulties which beset the conscientious editors of this monumental work (the purpose and plan of which is described in the *SCHOOL REVIEW* for October, 1900, and October, 1902), and of the concessions which they are obliged to make to their conception of an ideal bibliography. They began by trying to issue an *absolutely complete* record in *monthly*, parts with *every item* carefully annotated. This proved physically impossible with any reasonable resources or expenditure, and as long as they clung to such a plan the work kept getting farther behind time in appearance. Then, very reluctantly, with many apologies, with earnest reiteration of unwavering belief in their ideal program, and with hope that the backsliding may be only temporary, the frequency of issue has changed to quarterly and then to semi-annual; the scope has been narrowed by omitting the large number of *Jugendschriften* (a class, by the way, of doubtful value in such a list); the bulk has been diminished by omitting all descriptive notes for periodical articles and official publications; and all this without gaining very much of the three years and more that the work is now behind. It is greatly to be hoped that this enterprise may not be entirely overcome by its troubles and disappear altogether, as two or three more inconsiderable forerunners have done in Germany.

“Instruments de bibliographie pédagogique.” Par C. V. LANGLOIS.  
(In his *Questions d'histoire et d'enseignement* [Paris, 1902], pp. 295-311.)

An unpretentious, but very interesting, summary of the principal guides to pedagogical literature in the United States, England, Germany, France, and Italy. The article appeared originally in the *Revue pédagogique*. The author deplors the lack of adequate bibliographical guides to the pedagogical literature of France, hopes for the early appearance of an *Année pédagogique*, and draws attention to the fact that nearly all the important enterprises in this field have been executed in Germany or the United States.

“Bibliographical Note.” (In LAURIE MAGNUS, ed., *National Education* [London, 1901; pp. 303, 8vo], pp. 254-78.)

A list of about one hundred thoroughly standard and excellent titles on general educational topics. The authors included are nearly all British. The books named are all such as might well be added to any educational library, and as no pretense is made that the list is more than a selection from the best, it would be mere captiousness to criticise it for what is omitted. The titles given are meant to represent the history, methods, and status of national education in the nineteenth century in Great Britain, and to some extent in other countries.

*Outlines of the History of Education as Offered in the University of Nebraska.* By G. W. A. LUCKEY. New York, 1903. Pp. 131, 8vo.

These outlines were first printed as an appendix to Professor Luckey's *Professional Training of Secondary Teachers in the United States*, but are now available in separate form. They are the outgrowth of class-room work for eight years, and naturally challenge comparison with similar published class outlines by Professor Olin, of Kansas, in 1900, and Professor Cubberley, of Leland Stanford, in 1902. Professor Olin's work (noticed in *SCHOOL REVIEW*, October, 1901, p. 528) is much the briefest of all, both in lecture outlines and in reading references, although he includes a few references not found in either of the others. Professor Cubberley's volume (noticed in *SCHOOL REVIEW*, October, 1903, p. 684) is much the fullest of the three in lecture outlines, is the only one illustrated, and, while it contains as many or more bibliographical references as Professor Luckey's *Outlines*, is probably not so easy for the student to use because it omits detailed references to almost all the Poole periodical articles, except those in educational journals; it groups its references under each subject under several headings, while Professor Luckey lists his in a single alphabet. Then, too, the student finds many references in Professor Cubberley's book like the following example on p. 38 to Gall II, 1-16, and after turning over ten or twelve pages, and looking through four alphabets, to discover the title of the books, he finds that it is a German volume and of no use to him, so he goes back to try another author. The foreign titles might as well be nearly all omitted (as Professor Luckey does) from reference lists designed for undergraduate students, and the very simplest arrangement of the bibliography, which is what Professor Luckey has effected, will serve students best.

"Bibliography of Education for 1903." By J. I. WYER, JR., AND I. E. LORD. (In *Educational Review*, June, 1904 [Vol. XXVIII], pp. 38-90.)

This is the fifth annual number of this analytic, annotated list of the English literature of education. Four hundred and twenty-three items are selected as worth noting from the mass of educational books and articles for the year. The following are indicated by the compilers as fairly representing the cream of the year's product-books that should be bought by every library, and read by, or accurately known to, all serious students of education. The books are grouped by subject.

1. Dopp, *Place of Industries in Elementary Education*.
2. O'Shea, *Education as Adjustment*.
3. Judd, *Genetic Psychology for Teachers*.
4. Thorndike, *Educational Psychology*.
5. Royce, *Outlines of Psychology*.
6. Brown, *Making of our Middle Schools*.
7. Schwickerath, *Jesuit Education*.
8. Williams, *Medieval Education*.
9. Adams, *Some Famous American Schools*.
10. Lewis, *Educational Conquest of the Far East*.
11. Religious Education Association, *Proceedings*.
12. Crooker, *Religious Freedom in American Education*.
13. Haslett, *The Pedagogical Bible-School*.
14. Burton and Mathews, *Principles and Ideals for the Sunday School*.
15. Mead, *Modern Methods in Sunday-School Work*.
16. Adams, *Primer of Teaching*.
17. Bailey, *The Nature Study Idea*.
18. Carpenter, *The Teaching of English*.
19. Eliot, *More Money for the Public Schools*.
20. Van de Warker, *Woman's Unfitness for Higher Co-education*.
21. Jordan, *Voice of the Scholar*.
22. Keller, *Story of My Life*.
23. Howe, *Laura Bridgman*.

#### FRANKLIN AND MARSHALL COLLEGE.

*History of Franklin and Marshall College, 1787-1903.* By J. H.

DUBBS. Lancaster, Pa. Pp. 402, 8vo.

Pages 382-94 are devoted to bibliography, first of Franklin College 1787-1853, then of Marshall College 1836-53, and since 1853 of the united institutions. A note at the head of the list says:

This bibliography does not aim at completeness. At first it was proposed to include the publications of professors and alumni in so far as they had come to our knowledge, but it soon became evident that in this way the work would be extended beyond our limits. As it now stands, it includes specimens of the work of members

of the faculty, addresses delivered on public occasions, and a few books and pamphlets containing historical information. Except in a few instances, articles in periodicals have been omitted.

#### GERMANY—EDUCATION.

*Bibliographie der deutschen Universitäten: Systematisch geordnetes Verzeichnis der bis Ende 1899 gedruckten Bücher und Aufsätze über das deutsche Universitätswesen.* Im Auftrage des preussischen Unterrichtsministeriums bearbeitet von W. ERMAN UND E. HORN. Leipzig, 1904. Pp. 836, 8vo.

This stout volume of 836 double-columned pages is the result of fully sixteen years' work by both compilers. It collects the titles of all *general* works dealing with the German universities, leaving for Vol. II the special or particular literature relating to the single universities. It has been truly a herculean task, done with characteristic German thoroughness and unwearied industry, and the result is, despite some unsatisfactory minor features, an exceeding useful and wonderfully comprehensive guide. Seventeen thousand three hundred and sixty-three separate titles are listed under twenty-four main subject divisions, which are still further subdivided into two hundred and twenty-four minor sections. The arrangement under each section is strictly chronological, though in many, if not all, cases an alphabetical author arrangement would have facilitated reference. It is to be regretted that there are no critical notes. The compilers say in their preface that they did not appreciate the importance of annotation in the early part of their work, and when later they became convinced of the usefulness and desirability of this important feature of good bibliography, it was too late to recover the ground.

“Die Schulmänner der Reformation und ihre bedeutendsten pädagogische Schriften.” (In G. MERTZ, *Das Schulwesen der deutschen Reformation* [Heidelberg, 1902], pp. 74–160.)

A contribution to German educational history.

#### GREAT BRITAIN—EDUCATION.

The Royal Authority and the Early English Universities: A Thesis for the Doctorate presented to . . . the University of Pennsylvania. Philadelphia, 1902. Pp. 89, 8vo.

A four-page bibliography at the close refers to much source material, both manuscript and printed, relating to Oxford and Cambridge, with many additional references to secondary material. The author says in a note:

This bibliography is not intended to be complete. I have only noted those books either directly quoted in my footnotes or which stand as a basis for some of the ideas expressed in the text. This will account for the omission of chronicles and various college histories.

#### G. STANLEY HALL.

"Bibliography of the Published Writings of President G. Stanley Hall." By L. N. WILSON. (In *American Journal of Psychology*, July-October, 1903 [Vol. XIV], pp. 417-30.)

A chronological list of 196 titles published from 1867 to 1903.

#### HISTORY.

*Special Method in History; A Complete Outline of a Course of Study in History for the Grades below the High School.* By C. A. McMURRY. New York, 1903. Pp. 291, 12mo.

The list of books, pp. 271-91, is arranged by grades. In each grade three groups of books are given; first, books which may serve as a text-book basis for more careful study; second, supplementary reading and source material which children may be encouraged to use at home and school; third, a few of the most important reference-books and helps for teachers. The entire list aims at definiteness for each grade, and tries to strike the middle line between too much and too little.

#### JESUIT EDUCATION.

*Jesuit Education.* By ROBERT SCHWICKERATH. St. Louis, 1903. Pp. 687, 12mo.

In this book, which is now the best English history of Jesuit education, on pp. 662-70 is found a list of about fifty of the most important works in English and other European languages treating directly or indirectly on the subject. Useful notes are appended to most of the titles. The extensive periodical literature of the subject is not attempted. This bibliography is much better and fuller than that in *Hughes-Loyola*, although there are several titles in the latter which are not found in Father Schwickerath's list.

#### SCHOOL ARCHITECTURE.

"A Bibliography of Works on Schools and Their Architecture." (In FELIX CLAY, *Modern School Buildings* [London, 1903]; pp. 480, 8vo.)

One hundred and fifty-one titles of books (mainly European) and periodical articles. No notes. This is the longest list known to me on

this subject, and while it makes no claims to completeness, it illustrates very well, when compared with other bibliographies of school architecture, how limited, unsatisfactory, and perfunctory are most of the lists of references appended to a book or a monograph and labeled "Bibliography." For example, in the *SCHOOL REVIEW* for October, 1900, p. 483, was noticed a list of forty-nine references accompanying Mr. G. B. Morrison's article in the first volume of Paris exposition monographs, and only thirteen of these are found in Mr. Clay's list, while in a little list of forty-nine titles in the Columbia University catalogue of books on education are seventeen titles found in neither of the first-mentioned lists.

#### SCHOOL GARDENS.

*Bibliography of School Gardens.* By ALBERT F. CARTER. Greeley, Colo., 1904. Pp. 20, 12mo. (Bulletin No. 4, Ser. 3, State Normal School, Greeley, Colo.)

"School Garden Bibliography." (In H. D. HEMENWAY, *How to Make School Gardens* [New York, 1903; pp. 107, 12mo], pp. 97-107.)

Each of these lists leaves very much to be desired in definiteness of citation, and especially in arrangement. The second one in particular is so confused and methodless as to be useless for easy reference. The Colorado list would better have been all in one alphabet and not cut up into the separate sections "Books," "Pamphlets," "Magazine Articles," "Reports."

#### SCHOOL LIBRARIES.

*Bibliography of High-School Reference Books Recommended by the Committee on High Schools of the University of Colorado.* Boulder, Colo., 1903. Pp. 83, 8vo. ("Investigations of the Department of Psychology and Education," No. 4.)

A thoroughly discreditable piece of work. The classification is confused and absurd. There is no uniformity in editing the various sections, but the various lists from different professors have evidently been printed just as sent in. The best books in certain sections, where there can be no difference of opinion, are omitted. Many sections seem to have been compiled for college libraries instead of high schools. The only good reason for noticing the pamphlet at all is to warn everybody against it.

*Special Method in the Reading of Complete English Classics in the Grades of the Common School.* By C. A. McMURRY. New York, 1903. Pp. 254, 12mo.



Contains an excellent graded, annotated list of English masterpieces for Grades 4 to 8, with an index of titles. Practically three lists are given: books suitable for class-room use; supplementary reference-books for pupils; books for teachers.

#### SPELLING.

*A Brief Bibliography of Simplified Spelling.* By ELLA G. PARMELE AND ELIZABETH F. SIMPSON. Oshkosh, Wis., 1903. Pp. 8, 8vo.

This list of references was compiled by the librarians of two of the state normal schools for the use of the Committee on the Amelioration of Our Spelling of the Wisconsin State Teachers' Association. Eight separate books or notable chapters are first listed, followed by a chronological list of fifty selected references to periodicals and the *Proceedings* of the National Educational Association. Such titles as have been chosen (for the bibliography, is only a selection) are clearly set down, and, best of all, every one is followed by a brief note telling just what a user of such a list wants to know about it.

#### SUNDAY-SCHOOL TEACHING.

*The Pedagogical Bible School: A Scientific Study of the Sunday-School with Chief Reference to the Curriculum.* By S. B. HASLETT. New York, 1903. Pp. 383, 8vo.

Contains the completest and best selected bibliography of Sunday-school pedagogy that is in print. There is no good reason, though, why magazine articles should be listed in a separate alphabet.

*Sunday-School Teaching.* By W. W. SMITH. Milwaukee, 1903. Pp. 166, 12mo.

A very excellent little book for those who are studying how to make Sunday-school teaching more effective. It gives topical outlines for study, suggested questions for thought and discussion, and at the beginning of every outline a carefully chosen list of readings with references to the very pages or chapters which bear on the topic. A list on pp. 161-63 collects titles of all the books to which references have appeared in the outlines.

#### TEXAS EDUCATION.

*History of Education in Texas.* By J. J. LANE. Washington, 1903. Pp. 334, 8vo. (U. S. Bureau of Education, Circular of Information, No. 2, 1903.)

A bibliography is appended, of material used by the author in writing this history.

## WOMEN'S COLLEGES.

"Reading List on Some of the Colleges for Women in the United States." (In *Monthly Bulletin of the Carnegie Library of Pittsburgh*, May, 1904 [Vol. IX], pp. 131-40.)

A few references, chiefly to the popular periodicals, on Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, Wellesley, Wells, and the Woman's College of Baltimore. The list will be especially useful in small public libraries.

J. I. WYER.

UNIVERSITY OF NEBRASKA LIBRARY.